

## **Learning Technologies Competitive Grant Program Title II, Part D Enhancing Education through Technology Frequently Asked Questions**

**Question:** Is eligibility based on Free & Reduced Lunch or Test Scores?

**Answer:** As per federal guidelines, eligibility is based on high-need. A “high-need local education agency is:

- An LEA in the State with the highest numbers or percentages of children from families with incomes below the poverty line (based on census data); and
- Serves one or more schools identified for improvement or corrective action under section 1116 of the NCLB.

Free and reduced lunch numbers are only used to determine high-need in charter schools as they do not have census data.

**Question:** As a partner I understand that we must be able to provide some expertise that would enhance the eligible corporation’s plan, but must our plan for our portion of the Title II grant be the same as the eligible school’s plan? In other words, can our plan for the funds be completely different from the eligible school’s plan, or do I need to partner with a corporation whose plan for the funds is similar to ours?

**Answer:** The partnership concept is meant to enhance the program of the eligible school and to provide meaningful collaboration between the partner and the eligible school. That being said, if you can come up with a plan that varies somewhat from the eligible school while at the same time addressing the issue of providing expertise and capacity building for the eligible corporation, we'd be open to such a proposal. Partnership implies working together for mutual benefit.

**Question:** Can a school be a partner on a Cadre 3 grant, if they are a partner on a Cadre 2 grant?

**Answer:** Yes. The eligible school corporation would include the partner information on their application. It should be acknowledged that the partner school is participating currently in a Cadre 2 grant implementation, and also address the concern about the capacity to manage multiple collaborations.

**Question:** Being in a rural area our school district does not have anyone to partner with. Is it a **MUST** to have a partner?

**Answer:** No, but up to 10 points are awarded for partnerships. There are examples from past rounds of rural schools partnering with suburban and urban schools.

**Question:** Does the partnership have to be with another school corporation?

**Answer:** The idea of partnerships is expanded to include not just K-12 schools, but also partnerships/collaborations that extend beyond that to other institutions that may not mean an increase in award funding, but could be equally important to the success of the grant. Proposals that include partnerships that do not involve schools but do involve an interesting expansion of school capacity to increase student academic achievement through integrating technology in the classroom can be awarded.

**Question:** Can two eligible school corporations partner?

**Answer:** Yes. Both corporations would submit separate applications and specify what the partnership activities are. There would be no additional partner funding added to the base award for this type of partnership. It is important to note that the proposed projects should not be contingent on both receiving the award. Under this scenario, partnership points on the rubric could be awarded.

**Question:** Who should be involved in the planning of the project?

**Answer:** The project team should include the key people who are responsible for implementing the project.

**Question:** Can Educational Service Centers (ESC) apply for a group of schools?

**Answer:** No, but this does not limit ESC's from being involved as partners with schools or in some way supporting the implementation of a project.

**Question:** Can an ESC receive the 5% Administrative?

**Answer:** No, however, an awarded corporation could pay an ESC out of the 5% Admin for services provided.

**Question:** Can a teacher be hired and released from their duties for professional development training?

**Answer:** Yes

**Question:** Can we use PD funds for coaches in the classroom?

**Answer:** Yes. The coaches must work with the teachers using modeling and other coaching techniques.

**Question:** Must a grant recipient use a portion of its base award funds to support specific types of activities?

**Answer:** Under NCLB Title II, Part D legislation, 25% of the funds are to provide ongoing, sustained, and intensive, high-quality professional development. The recipient shall provide professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments, such as professional development in the use of technology –

- to enable educators to access data and resources to develop curriculum and instructional materials;
- to enable teachers to use the Internet and other technology to communicate with parents, other teachers, principals, and administrators; and to retrieve Internet-based learning resources;
- to lead to improvements in classroom instruction in the core academic subjects, including increasing student technology literacy

**Question:** What other activities might a grant recipient support with Ed Tech funds?

**Answer:** Ed Tech funds may support activities such as –

- Increasing accessibility to technology, particularly through public-private partnerships, with special emphasis on accessibility for high-need schools.
- Adapting or expanding applications of technology to enable teachers to increase student academic achievement, including technology literacy, through teaching practices that are based on the review of relevant research and through use of innovative distance learning strategies.
- Implementing proven and effective courses and curricula that include integrated technology and that are designed to help students reach challenging academic standards.
- Using technology to promote parental involvement and foster communication among students, parents, and teachers about curricula assignments, and assessments.
- Preparing one or more teachers in schools as technology leaders who will assist other teachers, and providing bonus payments to the technology leaders.
- Enhancing existing technology and acquiring new technology to support education reforms and to improve student achievement.
- Acquiring connectivity linkages, resources, and services for use by students and school personnel to improve academic achievement.
- Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts.

- Implementing enhanced performance measurement systems to determine the effectiveness of education technology programs funded with Ed Tech funds.
- Developing, enhancing, or implementing information technology courses.
- Keep in mind that Title II is about teacher quality and Part D is about enhancing that quality through the integration of technology.

**Question:** Can we focus our project on remediation for reading or math?

**Answer:** Remediation can be a component of the grant, but we are interested in promoting advances in the use of technology in the classroom and in innovative practices as a means to improving student learning. We suggest that remediation software be purchased primarily from other sources of funds.

**Question:** How are the proposals evaluated?

**Answer:** There is a published rubric, which is available on our website ([www.doe.in.gov/olt/documents/Cadre3Rubric.pdf](http://www.doe.in.gov/olt/documents/Cadre3Rubric.pdf)) that will provide specifics on how project proposals will be evaluated. Each submitted project proposal is evaluated by at least two members of the Learning Technologies grant selection committee.

**Question:** Can these funds be used for existing technology or does it have to be used for new technology?

**Answer:** Acquiring, adapting, expanding, implementing, repairing, and maintaining existing and new applications of technology; to support the school reform effort and to improve student academic achievement, including technology literacy are acceptable ways to expend funds.

**Question:** Can these funds be used to pay for technology support?

**Answer:** A specific service, i.e., networking services may be paid for out of the funds. Paying for a technical position that already exists would be supplanting which is not permitted with Title IID funds.

**Question:** Can someone who is working directly with teachers (a PD coach) be paid out of these funds?

**Answer:** If this is a brand new position, the answer is “yes”, this would fall under professional development. Salaries for existing positions cannot be paid out of these funds; this would be supplanting which is not permitted with Title IID funds.

**Question:** Can private schools apply for this grant opportunity on their own?

**Answer:** No, Private/non-public schools may participate in a project with an eligible LEA if the private/non-public school is located within the district of the eligible LEA.

**Question:** Can private schools be given more from the LEA than the allocated amount?

**Answer:** Yes, at minimum the funding for private/non-public schools should be in proportion to the high need students from the LEA. Equipment purchases for the private/non-public school will remain as inventory of the LEA.

**Question:** How much participation in planning the grant proposal is required for the Private/Non-public school?

**Answer:** Federal guidelines stress that LEAs must engage in timely and meaningful consultation with appropriate private school officials during the design and development of the grant proposal.

**Question:** What processes and activities might an LEA document in order to verify that it has met the requirement for timely and meaningful consultation and has provided equitable services?

**Answer:** An LEA may want to document that it has:

- Informed annually the private school officials of the various Federal education programs available to their student and teachers;
- Engaged in timely consultation, allowing for meaningful discussion between the LEA and the private school officials regarding services and benefits;
- Identified private school students' and teachers' needs;
- Allocated a per-pupil amount of funds for services to high-need private/non-public school students and teachers that is in proportion to the high-need students being served by the LEA;
- Provided services, programs, materials, and resources;
- Evaluated programs and services for effectiveness; and
- Addressed adequately problems and formal complaints raised by private school officials.

**Question:** When will the grant awards be announced?

**Answer:** Awards will be announced January 8, 2010. Grant funds will be available in February 2011.

**Question:** Can a successful past application be posted on line for schools to review?

**Answer:** Yes, the abstracts for each awarded grant proposal are posted at [www.doe.in.gov/olt/PastGrantAwards.htm](http://www.doe.in.gov/olt/PastGrantAwards.htm)

**Question:** Is a Letter of Intent needed for this grant?

**Answer:** No

Contact Information:

[EdTechGrants@doe.in.gov](mailto:EdTechGrants@doe.in.gov)

David Ryan, 317-232-9119

Mark Broderick, 317-234-3063